

**THE IMPLEMENTATION OF INQUIRY-BASED LEARNING IN  
TEACHING READING AT THE FIRST YEAR OF SMP  
MUHAMMADIYAH 4 SURAKARTA**



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## ABSTRACT

**Fadlilah, Oktafiningrum U. A320110212. THE IMPLEMENTATION OF INQUIRY-BASED LEARNING IN TEACHING READING AT THE FIRST YEAR OF SMP MUHAMMADIYAH 4 SURAKARTA IN 2014/2015 ACADEMIC YEAR. Research Paper. Muhammadiyah University of Surakarta. 2015.**

This research aims at describing the implementation of inquiry-based learning in teaching reading and the problems faced by the teacher in implementing the method at the first year of *SMP Muhammadiyah 4 Surakarta*. The writer gets the data of this research from event, informant and document. The methods of collecting data are observation, interview, and documentation. This research uses descriptive qualitative where is the process of simplification of data to make easier to read. The methods for analysis data are data reduction, data display, also conclusion and verification. The result of the analysis shows that: 1) the implementation of inquiry-based learning in teaching reading at the first year of SMP Muhammadiyah 4 Surakarta consists of three stage namely, exploration, elaboration and confirmation. The implementation of method is less complete because the activities in standard process are not implemented in teaching reading process fully. 2) the problem faced by the teacher implementing the method are lack of knowledge about inquiry-based learning and how to implement the method, class management, limited time, lack of material and lack of teaching media. The solutions for the problems are: a) the headmaster should give evaluation to the teacher in using method and media in teaching learning process and give chance for the teacher to follow the Seminar, teacher training and Diklat. b) The teacher should have knowledge before they implement this method in the class, so in the teaching learning process there will not be misunderstanding.

**Keywords:** Implementation, Inquiry-based learning, teaching reading

## **A. INTRODUCTION**

English is one of the compulsory subjects which are taught in all education levels, namely elementary school, junior and senior high school, and in all departments of university. Because English is an International language, the Indonesia government always makes effort to improve the quality of society especially adult generation to master English language, in order to be able to confront the competition in globalization era. One of the ways to increase the quality of adult generation is in education. Because of the important of education, teaching deserves the first attention. In this case the teacher as the first important people in education must be professional.

Teaching English involves the four language skills namely; reading, writing, speaking and listening. Reading is one of the important skills. With reading people can know everything in the world. English reading is learned by all grades in education, because English is a primary lesson. Reading is a key to know all things in the world. Reading can be said as a primary way to access all knowledge and information around the world. Reading makes us have more knowledge and information. Reading makes us know everything which we do not know before. Through reading we can expand our view about things, people and events. So reading must be taught to all people and all age.

Reading is one of the skills in English. It is a complex way of learning. In reading, the students should have a competence to comprehend and understand text. Reading is learned by understanding not only the content but also the pronunciation and the intonation. To be effective in reading, students should often read anything text especially English text.

One of the requirements to help teacher in teaching the student is motivating the students to study harder and more diligent. As we know that reading need more skill to read the tools fluently. The teacher must make the students easier in learning reading, especially for the students in Junior High School in which the students are

teenagers. So, the students will feel confident and comfortable in teaching learning process.

The ministers of national education in Indonesia attempts to increase education level in Indonesia by suggesting using inquiry-based learning as one of methods implemented in Scientific Approach. The inquiry-based learning is implemented in the learning process is a significant effort so that the student can enjoy in learning English especially in the reading skill. Hopefully, this method by using inquiry-based learning is better and correct their study become interesting when the process of their study naturally and reading skill development of good habit.

Actually, the English teacher in SMP Muhammadiyah 4 Surakarta is encouraged to teach interactively, meaningfully and interestingly in the class especially to the first year students. They should be able to give impression to the students that learning English language is easy, unique, fun and meaningful. But, based on the field work that has been seen by the writer in SMP Muhammadiyah 4 Surakarta there are many students' opinion that learning English language is difficult to understand, very boring, and etc. The effect is the students have not interest to learning English language. And the inquiry-based learning try implementing in this school but the result is unknown because the teacher unusual with the term in teaching learning process.

## **B. RESEARCH METHOD**

The type of research is a descriptive qualitative research. It is a type of research which does not include any calculations or enumerating (Moleong, 1995: 2). Qualitative researchers generally contend that "reality is socially constructed" (e.g., Guba& Lincoln, 1989). In this research, the method is intended to make describe of implementation of inquiry-based learning in teaching reading at the first year of SMP Muhammadiyah 4 Surakarta and to be find the problem faces in there.

So, the writer can explain clearly about the problem and implementation that use in the classroom of first year student in one of Junior High School.

The subject of the study is the first year students at class F of SMP Muhammadiyah 4 Surakarta. The object of the study is the implementation of inquiry-based learning in teaching reading at the first year student of SMP Muhammadiyah 4 Surakarta.

## **C. RESEARCH FINDING AND DISCUSSION**

### **1. The Implementation of Inquiry-based Learning in Teaching Reading**

In analyzing the data, the writer explores anything happened during the observation and interview. The observation was conducted for two weeks in three times; Wednesday (April, 15 2015), Monday (April, 20 2015) and Wednesday (April, 22 2015). Every meeting consists of pre-teaching, while teaching and post-teaching. While teaching is divided into three stages namely: Exploration, elaboration and confirmation.

In Reading class, the teacher used the time appropriately to meet the purposes of the lesson. The teacher had 4x40 minutes in a week. Each session had 2x40 minutes in Monday and Wednesday. To collect the information of teaching reading, the writer did several observations in the classroom. The observation was done three times in class, seventh grade F. The investigation about this method includes:

#### **a. The Objective of Learning**

Based on the learning objective found from the lesson plan, there were some learning objectives in the teaching reading. First, the general learning objectives are giving respond to the understanding of the short, simple and accurate, fluent and accepted written text based on the closed environment about *invitation* and *procedure*; Giving respond to the

understanding and the rhetorical way accurately and fluently in short essay on the *procedure* and *invitation* texts; Reading the texts loudly in the reading short essay on the *invitation* and *procedure* texts. Second, the specific learning objectives are to identify the information on the text, to identify the rhetorical way on the text, to identify the communicative function *invitation* and *procedure* text and to spell the words or sentences well, to read the word and sentence with intonation well, also to read the text loudly and well.

**b. The Material**

The materials used by the teacher and the students are less appropriate with the syllabus of Junior High School at seventh grade. Because of the teacher also used the handbook for eight grades to teach her students for seventh grade. The students did not have worksheet or handbook by themselves. In the school especially in first grade, the material was not ready. So the teacher ought to search the material by herself. The teacher used handbook entitled “*English in Focus for seventh grade*” to teach Procedure and a handbook entitled “*Practice Your English Competence for eight grade*” to teach invitation.

**c. The Learning Media**

Media is the main rule for the interest and understanding of the students to the material taught by the teacher. Teaching media was in the form of books, LCD, visual aids, such as pictures, poster, cards etc. Based on the writer’s observation, the teacher only used books and whiteboard to teach the students. The teacher also used the library to borrow handbook in the teaching-learning process. Because of limited media in learning process, the teacher only used handbook by herself then wrote the material in the whiteboard.

#### **d. The Procedure in Teaching Reading**

##### **1) Pre- Teaching**

Pre-teaching is the opening before while teaching or before teaching-learning process. Generally, pre-teaching in every meeting has similar activities. In the beginning, the teacher entered the class and greeted the students and then asked about their condition and about their class. In the greeting, the teacher said “*Assalamu’alaikum wr.wb*” and the students answered “*Wa’alaikumsalam wr.wb*”. Afterwards, the teacher asked “How are you today?” and the students answered “I am fine, and you?” then the teacher answered “I am fine too, thanks”. And then she entered to the topic.

##### **2) While Teaching**

From the observation, while teaching has many differences between each other in every meeting. It is divided into three steps namely: exploration, elaboration and confirmation. In each step, the teacher and the students claimed to be active and creative in teaching learning process. The result of the observation are as follows:

###### **a) Exploration**

Exploration is a stage when the teacher engages the students to find all information about the material. The students tried to find information themselves and the teacher helped them to explore their knowledge through some interesting media.

In this step, the observer found that some activities were not completely in line with the standardize process. From the three meeting, only in the first meeting the teacher engaged to the



students to find all information about the topic themselves. The teacher asked the students to find the same topic in the library and then to write by themselves. But, in the second and third meeting the teacher did not use another source material again. The teacher was still dominant in the class. She did not facilitate the students to think and analyze the material. And from the three meetings in exploration, there was no facilitation from the teacher to do experiment in lab, studio or field (this point in exploration point five based on *Permendiknas No.41 th 2007*). Following is the result of observation.

In the first observation (April, 15 2015), the teacher taught about invitation. Before going to the material, the teacher asked the students about the example of invitation around them. Then, the teacher shared the example of celebrating invitation. Since the section was reading, the teacher asked students to read the example together after the teacher. The teacher explained how to pronounce well and gave explanation to the students about the main point of the invitation. The students just followed the teacher without difficulties.

Besides, there is the same method between the second and the third observation. In the second and third observation, the teacher did not use exploration to teach the students. The two materials about reading on the lesson plan with the real teaching are different, because the teacher changed the material from *announcement* to *procedure*.

In exploration stages, the activity was generally develop an understanding and a more meaningful context of material. The result of this observation was incomplete because the teacher was

still dominant and did not ask her students to explore and to find the information about material independently.

#### **b) Elaboration**

Elaboration is an initial effort to build knowledge to understand a phenomenon. The teacher gave some assignment by exercise of material to develop the students understanding. The exercise was implementable in individual or team work independently without getting guide from the teacher.

The teaching learning process carried out naturally. In the observation, the observer found some differences from the third times observation but the implementation of the method always developed. In elaboration stage, the students were given some exercises by the teacher.

In the first observation (April, 15 2015), the observer found many differences in the implementation of elaboration stage based on the standard process such as the teacher gave the students some practice. The students did the exercise individually. The teacher did not engage the students in teamwork activity. She only engaged the students in individual activity. The classroom activity was conducive and effective enough, because the teacher made the students interesting enough with the material. At first, the teacher asked the students to read and write the example of invitation. The teacher guided her students to read aloud together. Then, she gave exercise to find the different example of the same topic about invitation in the library.

The students were enthusiastic enough to do the exercise. There, the teacher helped the students to find the other example by

answering every question from the students. Afterwards, the students went back to the classroom. Because of limited times, the teacher finished this meeting without assignment.

In the second observation (April, 20 2015), the observer also found that the teacher gave a practice about the last exercise. From the context that they wrote last meeting, the teacher gave questions to find the purpose, day/date, inviter, invited and place. The teacher should always provoke the students to active in learning process by giving practice and exercise. It seems that the teacher was still dominant in learning process.

In the third observation (April, 22 2015), the teacher gave remedial to student who got less than 60 point from the last exercise. The teacher divided the students into two groups. The first group was the students who got less than 60 point and second group was the students who got more than 60 point. Remedial was done to the students who got less than 60 point by answering the question about invitation and the second group done procedure text from the teacher. The students began to practice independently without guiding of the teacher.

Although sometimes they needed helps from the teacher to translate the vocabulary but they could finish their practice on time. Until the third meeting, the teacher did not give chance to the students to do exercise with team work and to practice their skill in front of the class. There were activities that made the students practice confidently to show their skill in front of their friends.

### **c) Confirmation**

In confirmation activity, the teacher gave reflection and feedback of the result from exploration and elaboration. The teacher was an informant to give more information about material. It could be done through question answer between the teacher and her students. The students who did not understand yet, could ask to the teacher as an informant to give more information.

The teacher always asked the difficulties of the students in understanding the material. Also she answers questions from the student who has difficulties and ask the students to submit their task. But, the teacher never gave motivation to the students.

### **3) Post- Teaching**

Before the class was ended, the teacher gave the chance to the students to ask about the material. She said, "*Do you have any questions for me about the lesson today?*" The students did not have any question to the teacher and they answered with full of spirit, "*No*", After making sure there were no questions, the teacher finished the lesson at that day and closing the lesson together with saying "*Alhamdulillahirabbil'alamin*".

## **2. Problem Faced by the Teacher**

### **a. Lack of knowledge about inquiry-based learning and how to implement this method**

The teacher usually got training from government about the inquiry-based learning and how to implement it in the teaching learning process. According to the government command that was arranged in *Permendiknas No. 41 Tahun 2007* the teacher must implement the inquiry-based learning because it was one of the ways to improve the achievement of students in the learning process. Actually, the inquiry-based learning has

been implemented in this school but some step from standard process in *Permendiknas* did not implement in the learning process because of limited time and knowledge of the method.

**b. Class Management**

Every class consists of 32 students. The students were too noisy because it was a big class. Therefore, the teacher found difficulties to manage the class. For example, when the teacher explained about procedure there were some students that did not pay attention to the teacher. They disturbed their friend so the attention was not to the teacher but to the other friends. The teacher tried to make that students pay attention to her silently or directly to admonish that students, but next time that students repeated it again. It was so crowded class. The different characteristic of the students and the transition period from elementary school to junior high school made them easy to get bore with the material that was not so interesting and just wanted to play. It was very difficult to manage this class, but the teacher never gave up to make the students pay attention to her.

**c. Limited Time**

The English classes' had for 40 minutes per periods. Every week consist of 4 periods, on Monday and Wednesday has 2 periods. The time is allocated to teach all language skills: reading, listening, writing and speaking, so the time was not enough for all language skill. Moreover, the number of the students made the teacher more difficult to manage the time. Besides, the teacher always came late to the class so the teaching learning process was very limited and there was not enough time to discuss one material. For example, when the class should be started from 12.10 a.m the teacher came to the class at 12.30 a.m so the teaching learning process only took 60 minutes. The teacher repeatedly extended the time.

**d. Lack of the Material**

Material is very important thing in teaching-learning process. The material should be appropriate with the syllabus. It should be able to develop the students' ability and knowledge. It should help the students to comprehend the lesson easily.

The materials used by the teacher and the students are less appropriate with the syllabus of Junior High School at seventh grade. Because the teacher also used the handbook for eight grades to teach her students of seventh grade. The students did not have worksheet or handbook by themselves. In the school especially in first grade the material was not ready, so the teacher ought to find the material by herself. The teacher used handbook entitled "*English in Focus for seventh grade*" to teach Procedure and handbook entitled "*Practice Your English Competence for eight grade*" to teach Invitation.

The material was less interesting for the students, but the teacher always had a way to make the students interested with the material. She always gave practices or exercises to the students about the material, so the students could develop their knowledge by themselves.

**e. Lack of Teaching Media**

Teaching media played very important role in teaching process. Teaching media was in the form of books, LCD, visual aids such as pictures, poster, cards etc. based on the writer's observation, the teaching media that can be used in this school was very limited. The students did not get English textbook that was usually used by the teacher to teach, also they did not get students' worksheet called "LKS". In teaching learning process there were no different media used except white board and English textbook borrowed from the library. So, the teaching learning process was not effective.

From the statement above, the teacher explained that in every meeting no students brought dictionary. So every time they had problems with vocabulary they asked to the teacher and there were no effort to solve their problems by themselves with dictionary. Besides, the teacher also did not give advice to the students to bring dictionary. The teacher seldom did the learning process in the laboratory, she prefer to do the learning process in the classroom than in the laboratory. As we know from the fact about the school was also has limited teaching media like as LCD to help the teaching learning process.

#### **D. CONCLUSION**

After describing and analyzing the data, the writer draws conclusion based on the observation of the implementation of inquiry-based learning in teaching reading at first year of SMP Muhammadiyah 4 Surakarta, the writer concludes this study as follows;

1. Inquiry-based learning in teaching reading which has been incompletely applied in first year of *SMP Muhammadiyah 4 Surakarta*. The teacher implemented inquiry-based learning in teaching reading of *Invitation* and *procedure*. While the classroom activity itself consists of three stages: exploration, elaboration and confirmation. The implementation of inquiry-based learning in teaching reading is not completely in line with the standardize process. Some activities were based on the standardized processes which are not implemented in the classroom activities.
2. The problems faced by the teacher in implementing the inquiry-based learning in teaching reading are; lack of knowledge about inquiry-based learning, lack of knowledge about how implementing inquiry-based learning, the class management, limited time, lack of material, different capability of the students and lack of motivation of the student.

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